



**THE BULLETIN OF**

# ***The Institute of Child Study***

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**THE "UNDONE" THINGS**

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**BOOK REVIEWS**

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# THE BULLETIN OF THE INSTITUTE OF CHILD STUDY

Vol. 20, No. 3 (78)

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## The "Undone" Things\*

KARL S. BERNHARDT†

THIS is going to be a little sermon, meant mainly for parents. However, it will be considerably shorter than most sermons!

As many of us have found, being a parent is an exacting, challenging occupation. But it also has its satisfactions, for there is nothing more thrilling than to watch the learning and development that takes place during the growing-up of a child. Being a good parent, however, as has been often said, requires study, planning, knowledge, understanding, and affection. Above all, it requires that we do not leave undone those things we ought to do. Perhaps most of us fail more often in these *undone* things than in the things we *do*.

One of the most frequent of the undone things is a word of praise or commendation when a child has tried hard to do or learn something. By this we do not mean idle words of flattery but rather sincere expressions of praise that tell the child that we know he is trying hard. It is when a child has not quite succeeded with something that he often needs words of encouragement which will keep him trying. This is the time when parents are apt to become impatient and to express criticism or disappointment; I suppose most of us have been guilty of this at times. But persistent effort is a requirement of learning, and nothing adds to persistence quite as much as a word of encouragement from someone for whom we have affection. The unsaid word of praise may say quite emphatically to a child that we do not care.

Some of us are afraid of spoiling our children, and because of this we often withhold words of affection or little treats that we might otherwise give. But children are not easily spoiled. Certainly they are not spoiled by knowing that their parents love them, or by the special treats which make some days remembered. When children are spoiled it is because we do not see that they live up to necessary requirements or because we do

\*"And we have left undone those things we ought to have done."

†Dr. Bernhardt is Editor of the *Bulletin* and Assistant Director of the Institute of Child Study.



things for them that they should do for themselves. So let us not leave undone the little surprises and treats that gladden a child's heart, or leave unsaid those words of affection we want to say.

Then there is another kind of undone thing, the unfulfilled promise. It is easy to make promises but not always easy to keep them. We "forget," or circumstances may change and make it difficult for us to do or provide what we have promised. A young child's trust in his parents is the foundation of his feelings and attitudes towards people in general. The stronger his trust in his parents the better is the foundation on which he builds his social attitudes. This is why parents should never leave undone those things which help to establish a child's sense of trust. If at all possible, promises must be kept. Perhaps we should be more careful about making them and only promise what we can be fairly sure of providing.

Perhaps the most serious undone things are those that have to do with our failure to provide the kind of atmosphere that is conducive to healthy growth. I do not mean failure to provide physical comforts but rather failure to provide that feeling of acceptance and belonging that is as important as bread and milk. It is a combination of little things that say to a child, "We want you; we think you are important; we enjoy your presence; we are glad you are our child." But there is no formula or set of rules for conveying this message to children. It is a deep feeling of parenthood and humanity that is expressed through words, attitudes, and deeds in hundreds of ways.

The important things in bringing up children are often the little things—the words we use, the tone of our voice, the incidental events of the daily routine. It is always easier to neglect these *little* things, than the more obvious and noticeable aspects of the job of parenthood. But it is the succession of these *little* things that make up the pattern of training and experience that is the material for personality building.

This short article is a plea to parents to remember the little things of every-day living and not to leave too many of them undone.

# A Room That Grows

MARJORIE WILSON\*

PLANNING A ROOM for your child can be fun. It can also be confusing. Before your baby is born, you thumb through magazines in search of pictures of the ideal nursery. These are not hard to find. They usually present a candy-coated vision of pink and blue: spotless starched curtains in pink, an expensive and frilly bassinet, wallpaper that is sprinkled with a multitude of grinning teddy-bears in a variety of pastel shades. Then, as you pass a furniture store, you see a completely furnished room for an older child: there are gay plaid curtains, matching maple furniture, and an imposing little table which is a perfect miniature replica of your husband's own office desk. Before you have worked out how you are going to furnish both of these rooms on your budget, you find a picture of the model room for a teen-ager, complete with sophisticated wallpaper, convertible coach-bed, and a fifty-dollar, plate-glass, full-length mirror. You are discouraged before you start.

Unless you are a slave to current fashions in *decor*, there is no reason why your child's room need be either expensive or complicated. With a little careful planning, you can arrange for your newborn child a room that can be converted easily into several other types of room. You will also need to develop a measure of social callousness; this will encourage you to arrange the room for your convenience and for the use and enjoyment of your child, instead of for the admiration of your friends.

The room that you plan for your new baby should be arranged primarily for your own convenience. It will be several weeks before your baby will notice that there *are* walls, and still longer before he notices what is on them. Curtains should be washable and need little ironing. Eager and imaginative mothers-to-be, in their zeal for decorating a baby's room, usually forget the amount of time that they will spend washing and ironing the essentials of their baby's wardrobe. The colour scheme is not really too important, but it seems something of an insult to babies to suppose that the only colours they like are pink and blue. Most of your baby's clothes will be of these colours; so why not be daring and plan a room that is yellow, or even red?

From the point of view of your own convenience, there are very few essentials for your baby's room. A frilly bassinet is enticing, but provides more washing problems; an ordinary clothes basket, lined with quilted plastic and containing a firm little mattress, is all your baby needs for

\*Mrs. Wilson, a member of the Institute's Research and Publications Divisions, is also an artist, whose work appears under the name "Budge."



sleep. The handles can be used for carrying him into the car or to another room. The basket can stand on a chest, which can be used later for other purposes. A small chest-of-drawers can hold sweaters, blankets, outdoor clothes, and anything else that is not used too frequently. However, for clothes used daily and often—diapers, nighties, shirts—shelves are much more convenient. Clothes are easily replaced after washing, and no frantic digging is required when you want to get at them in a hurry. The shelves can have doors; these will hide the array of clothes and ensure cleanliness. Unless you are a fanatic about keeping all undecorative things out of sight, place your powders, lotions, pins, and swabs on top of the chest-of-drawers. You will be using them six to fourteen times daily, and even opening and shutting a drawer takes time when you are busy. In winter, if your baby's lotion is kept on the radiator, you will be saved the necessity of warming it each time it is used.

If you can possibly afford it, install a basin in your baby's room. This will save you innumerable trips to the bathroom, and will pay dividends later on. It will be useful for cleaning up messy hands and spilt paint when the child starts his first creative efforts. When he is teen-aged, it will relieve congestion in the bathroom—a place where adolescents tend to spend an inexplicable amount of time. A further useful item is a fair-sized pull-up table, which can lie flat against the wall when not in use. This can be used for sponge baths, changing the baby, or folding diapers. Later, it can serve as play table, desk, or easel. A bright linoleum is the best covering for the floor. It may look cold, but it is cheaper, cleaner, and more durable than a rug. When your baby reaches the age when he will chew and swallow anything within reach, stray thumb tacks and paper clips will be easier to find on linoleum than in the pile of a rug. Paint or clay spilt on linoleum is merely an inconvenience instead of a catastrophe.

So much, then for *your* convenience. As soon as the baby starts noticing the world around him, it is time to start thinking about the room as *his* room. When only 2½ months old, a baby may enjoy a simple mobile. It can be hung above his crib if he lies on his back, though far enough away to prevent his eyes from becoming crossed. If he lies on his tummy and props himself up to look about, hang the mobile in a spot that is visible to him from this position. A mobile is easy to construct, or can be purchased quite reasonably. Alternatively, you can simply stretch a length of string across the room and tie to it bits of coloured paper, a red measuring spoon, a bright match-box folder, a few toys. Several favourite playthings placed strategically on bureau, radiator, and chairs, will make your young son forget his wet pants and give you forty extra winks in the morning.

Almost before you realize it, your baby is crawling about, and you find

yourself thinking, "Why didn't I count my blessings while he would *stay put*?" Now is obviously the time to buy a playpen, but this is best kept in the living room, where he has a lot more to see and think about. If the playpen can somehow be propped up at a window, the child's horizon will be broadened to include pedestrians, other children, horses, houses, dogs. He will also stay in the playpen much longer! However, he still needs exercise; if you cannot be on hand constantly to prevent accidents, you can inspect his own room as a possible cruising area. Ideally, here is the place where he can go and do just as he likes. There will be no wobbly chair to pull over on himself, nobody admonishing him not to touch the Dresden china figurine, and he can inspect and handle things as the spirit moves him. With a suitable number of intriguing materials placed about the floor, he may amuse himself for a surprisingly long time. You don't need a large supply of expensive play materials. When five or six months old, he may be satisfied for half an hour with two rattles and a rubber pig. Later, he will enjoy egg crates, various sizes of cardboard boxes, a plastic cup, some discarded Christmas cards, assorted frozen-food tins. This motley collection of items can be kept in a cardboard carton in a corner of the room. When filled, the carton will probably look like something you forgot to take out for the garbage collection, but this is the sort of thing you have to be callous about when your neighbours look puzzled.

By now, a crib has replaced the clothes basket. The baby wakes in the morning and crawls or walks around his crib, eager for diversion. A few favourite playthings left at the foot of the crib will probably amuse him for awhile, but one of the best morning entertainers is a mirror. If it is placed in an easily visible position, your son may spend up to half an hour waving and talking to the other baby. An intricate wallpaper design may bore your son as much as a rattle that he has seen too often. Pictures are more effective on plain walls, and can be changed often and more easily than wallpaper. Babies often notice pictures with as much enthusiasm as they do toys, and a new picture may mean an extra half hour of sleep for you on the morning it first appears. Don't suppose that you must have the standard type of children's pictures—cute bunnies or Little Miss Muffets in flouncy skirts. My daughter had two favourite pictures when she was a year old; one was the picture of the baby on the Pabulum box, and the other a sophisticated abstract painting by a modern Dutch painter. So don't be afraid to hang a Paul Klee beside a Beatrix Potter. If you object to fastening pictures on wallpaper or plaster, one whole wall can be constructed of beaverboard or pegboard. This wall will come more and more into its own as the child grows older.

When the baby is learning to walk, you can introduce a few more unconventional props into his room. If you can endure having them around, several large cardboard cartons can be left about. A baby who can walk



only two steps may be motivated to walk three, if it requires that many to get him from box to box. Between playtimes, the boxes can be stored in his closet—a place that will have other obvious uses when he grows older.

Very few changes need be made to this basic room when the child reaches nursery school age. The crib will move out to be replaced by a bed; but the original clothes basket can be returned for a doll's bed, if it is not already housing a baby sister. The pull-up table can be used for play, and you can pin newsprint on the beaverboard wall when your son feels moved to paint a picture. His finished paintings can be tacked up on various parts of the same wall. The diapers have disappeared from the cupboard, and play materials are now stored there when not in use. The cardboard cartons are now used as houses and miniature service stations.

Possibly the room is starting to look a bit wilted and shop-worn by the time your child is of school age. When you redecorate, let your son or daughter have a voice in deciding colour schemes or wallpaper. He may take much more interest in keeping it attractive and tidy if you let him feel that he has had a large part in deciding how it should look. The shelves can now be used to house unfinished projects as well as materials. The doors are useful for keeping small sister away from precious creations and collections. The table can still serve as a play area, but can be used for school homework as well. A dart board can be set up on the beaverboard wall, which can still be used as a display space for important pictures or possessions. The chest that originally held the bassinet can now be kept filled with old family cast-offs—shoes, hats, ties, shawls—for dress-up and dramatic occasions.

When your child becomes a teen-ager, if he objects to the Davy Crockett wallpaper he chose when ten years old, let him paint it over himself with cold-water paints. If your daughter wants to put a flounce around her chest-of-drawers, show her how it is done, and then let her make it. A teen-ager may balk at the restrictions in the rest of the home; he may also be tied down to the conventions of dress, speech, and behaviour of his own contemporary social group. Perhaps his room is the one place in which he can be completely free. Therefore, our suggestions for a child's room end here. The door of the room in which you have taken such an interest may often be closed to the rest of the family now. This is to be expected; privacy is becoming increasingly important. If you accept an adolescent's wish to be untidy or aloof or noisy in his own domain, he may pay more attention to *your* requirements in the rest of the house. When you planned his room originally, you provided the basic furniture and storage space. At first you set it up for your own convenience; later it was adapted to satisfy the child's growing and changing needs. From now on, what he does with his room is up to him.



# Young Children in Nigeria

DIANA WILLIAMS COHEN\*

THIS MORNING I am sitting in a mud house in the middle of Africa. It is market day and everyone is in his best clothes. A man just walked by my window wearing long, full, bright blue trousers, a locally dyed, dark blue, flowing gown and an embroidered fez-like cap. Beyond, a woman in a long-sleeved, ankle-length dress is drawing water from a well. The nearby compound is surrounded by a woven straw fence with a little straw-thatched house by way of an entrance. The fields, usually a sandy desert, are green now, for it is September and the rainy season. Our village is Magumeri, 35 miles from the nearest post office.

Bornu, in northeastern Nigeria, has a very old and high civilization, though it's difficult for us to think of it as high, because the standard of living there is much lower than our own. From weaning to adolescence these people have an elaborate system of child training, plus, on a small scale, a quite elaborate "children's world." I define "children's world" as the amount of equipment and activity specifically geared to children's needs and pleasures. It seems to be a phenomenon of civilized peoples, its degree of elaboration being relative to the degree of civilization.

It took many months to make friends with some of the younger children since almost all of those between the ages of one year and two-and-a-half were terrified of me at first. Long before I understood or spoke Kanuri, I learned a speech saying that I was very fond of children, but "please bring them to look at me from a distance until they are over their fears." This was considered a very sensible idea, and so a long creeping process began, at the end of which I emerged with some very fond little friends.

*Eating among the Kanuri.* Left-handedness is considered damning in the Moslem word since it is your left hand you will stretch out on judgment day to receive a ticket to hell, whereas you will stretch out your right hand for a ticket to heaven. It is not surprising then to see Kachella Gana, who is two, and three-year-old Wakil neatly dipping their right hands into the porridge, their left hands only occasionally slipping forward to steady the bowl. There is no fidgeting, or hurrying to get the most food, though both are usually pretty hungry. Men and women always eat separately, but two or three men or two or three women will

\*This article is based on a letter from Diana Williams Cohen, Dip.C.S., a former member of the Institute Nursery School staff. After her marriage Mrs. Cohen accompanied her husband, an anthropologist, to Nigeria.

eat from the same bowl; it is considered a bad thing to eat alone. Wakil and Kachella eat in their grandmother's house.

Except for soup, Kanuri people eat without utensils, but there is an approved method of holding the hand. I noticed that Wakil and Kachella had this down pretty pat, though a good deal of food reached only their faces and shirt fronts!

*Training children.* Within the first two months of a baby's life, toilet training is begun. The Kanuri's idea is practical only in a warm climate where people live mostly on the bare ground. Mother sits with her legs out in front of her, ankles slightly apart, big toes touching. Baby sits facing mother, legs to the outside of mother's ankles. The mother simply digs a little hole in the ground under the baby and washes him off when he is through. The washing is a Moslem law for everyone and is always done with the left hand.

Babies wear no diapers and children under two-and-a-half wear no pants. As soon as a baby can walk at all steadily, he is expected to get himself outside the house and not wet the floor or his sleeping place, which, incidentally, is usually mother's bed.

Failure to carry out this requirement is dealt with in a variety of ways, probably depending on the occasion and the mood of the mother. If Kachella Gana, visiting my house, makes a puddle on the cement floor, his grandmother will ask for a tin of water to pour on the floor and wash Kachella. This will be done either with no comment at all, or simply "Oh, Kachella! Look what you've done!" But if Kachella is sleeping in his grandmother's bed and wakes up wet, he may hear "Get up! Get right up! You dirty little boy!" During such an outburst Kachella is likely to be sitting on the floor howling piteously. This gives rise to increased consequences.

Another child is told to bring a soft cornstalk which the grandmother waves menacingly as she cautions Kachella to "Stop crying! Stop! Stop!" Having achieved the desired effect she puts the stick beside her as a warning. I have never seen anyone hit a small child, but the warnings are fairly frequent.

The bogey-man is commonly used as a deterrent. Recently a group of travelling players brought a hyena to town, and the hideous creature was led around on a leash, rushing at the crowd. I had Kachella with me, and though she showed a good deal of *sang froid* before the monster, I was afraid she would have nightmares and led her quietly away. Apparently Kachella Gana was shown the thing from a distance and since then the hyena has been used as a deterrent against investigating the contents of medicine bottles or venturing beyond the compound door. It works, though Kachella is inclined to laugh incredulously.



Some really positive teaching goes on however. A plate of food is on the floor of the house gathering flies. "Kachella, pick the plate up. Now take it over to the shelf there. Be careful. Take the other plate and cover it over. That's right." The operation which would have taken granny a second has been carried out only after two minutes' patient instruction. Again, two small children grabbing at a heavy bundle of firewood hanging from the wall are pleasantly redirected to where they can continue their game out of danger.

*Toys and games.* In this town I know of only one celluloid rattle and one pink celluloid doll in use (though I did see a celluloid doll amongst owls' beaks and bones in the medicine seller's booth in the market). The doll and rattle, however, both belong to the three-year-old daughter of the Hajia, the most important man in the district. Apart from these I have seen children of three and four riding sticks for hobby horses or beating with a stick on a tin; another child delightedly beat a calabash with two sticks after I had shown him (which doesn't really count!) This afternoon Kachella and Wakil made a construction consisting of two vertical sticks three feet high stuck in the ground with a bar laid across the top.

Children play with sand (which is more plentiful than sticks here); they mould it into compound walls with little humps for houses. Drawing in the sand is a popular doodle with young and old. I have seen a three-year-old draw a most realistic truck with cab, trailer, wheels, and fenders. The same three-year-old is often seen dragging a rudimentary truck consisting of a box and a string for pulling.

Apart from this, play is mostly imitative of the parents' work. I gave Kaka a straw plate and a few paper clips. She began to toss them on the plate as her mother would do to separate the skins from the peanuts, and Kaka did this without dropping any paper clips. She presently offered them to me saying "Ngwo kwolji" ("Here are some peanuts"). I have seen Kachella toss sand on the plate in the same way and then offer it to his elders, and they in turn pretend to eat it with infinite delight. The elders, of course, soon tire of the repetition and send the child off with "All right. The game is over."

There are specific nursery songs for children. One goes:

Q. Tilo, inde wuroshe (one, two, give it to me).

A. Inde, yasku, yiskin ba (two, three, I won't give it to you).

(This amuses me since in Kanuri culture, property usually changes hands simply by one person saying to another, "Give it to me." However, it is not the custom to refuse categorically as the child does in the song! You either give what is asked or subtly put the asker off to another time.)

Another song with action is about a farmer. When a farmer plants his seeds, he digs little holes along a row and then goes through a rhythmical motion of dropping a seed in each hole while he covers up the preceding one with a side-scraping motion of his foot. I have seen Kachella imitate this while granny sings, "Barema, barema" (farmer, farmer). Granny will also dress Kachella in a woman's cloth, and while he imitates the dancing of Kanuri entertainers, she will sing, "Lale Zower, lale" (which means literally "Welcome harlot, welcome").

*Family relationships.* When Kaka, aged two-and-a-half is to have a new sibling, she is sent off to stay with her grandmother. This is a treat, because, as so often happens the world over, grandmother will give her her undivided attention. The new baby safely arrived, Kaka returns home. "This is your new baby," she is told, "Please be gentle with him and look after him."

Did you know that in the Moslem world a baby isn't really considered to be alive until he is eight days old? This is a wise precaution in a land where infant mortality is high. However, when baby has survived for eight days there is a great celebration in the family. On the appointed day all friends and relatives arrive. The men sit outside the house and recite long passages from the Koran, while the women have a tea party inside the compound. The family barber comes and cuts the new baby's face marks and shaves his head. The baby cries a little but does not seem particularly upset. Outside, father announces the baby's name.

Where is Kaka all this time? She is there also, and she is sporting a new bracelet or two which she shows to everyone. Her brother has a new shirt. Later in the day the grown-ups will devote some time to playing games with Kaka and her brother, for this is the custom. If Kaka shows any signs of insecurity during the next few days, she will be sent back for a month or two of spoiling at Granny's.

There is another reason for children being sent to live with their grandparents previous to the arrival of a sibling. It is a Kanuri custom to give children away after weaning. The Kanuri say "Well, if you have children and your friend or relation has *none*, it is good to give the friend a child because then he has a child and you have one too." The reasons for the custom go probably much deeper than those cited above and may have something to do with the need for lability in human relationships in Kanuri society. Certainly strong emotional attachments seem rare among Kanuri—but whether it is cause or effect I don't know. Little Kachella has very probably been given to his grandmother. At any rate he spends nearly all his time in her house, merely paying *visits* to his mother in the same compound. He calls his grandmother "Ya" (mother) but then he calls me that too. Once or twice his grandmother has gone into the capital



for a few days and has taken Kachella with her. When his mother went visiting in another town for several weeks she took the new baby and left Kachella behind with the grandmother.

There are very formalized rules of behaviour towards Kanuri kin. For example, a child should be respectful towards his mother but joking with grandmother. One would wonder how Kachella could behave. By two years of age he seems to have worked out very well what might seem to us a rather complex problem of family relationships.

## PARENT STUDY GROUP PROGRAMME 1958-9

### INSTITUTE OF CHILD STUDY

#### FALL 1958

*Discipline:* Mondays, Tuesdays, beginning October 6 and 7 (It is suggested that parents attend this basic course as a preliminary to the other groups.)

*Adolescence:* Mondays, beginning October 6

*The Family:* Tuesdays, beginning October 7 (first term)

#### WINTER 1959

*Pre-school Learning:* Mondays, beginning January 12

*The School-aged Child:* Mondays, beginning January 12

*Discipline:* Tuesdays, beginning January 13

*The Family:* Tuesdays, beginning January 13 (second term)

All groups consist of 10 sessions held weekly in the evenings. For information about fees or enrolment call:

WA. 3-6611, Local 542.

# ***Record Time for Pre-school Children\****

**ELEANOR HAMILTON and JOCELYN RAYMOND†**

WHETHER OR NOT they happen to play a musical instrument, most music-loving adults are enthusiastic about recorded music; children too can find the same kind of enjoyment in carefully chosen records.

Today, more and more good records are being produced especially for children, and many others can easily be adapted for their use. Some records will stir children from rainy-day boredom to busy purposefulness, while others will provide a few minutes of rest and relaxation in the midst of activities. But no matter what their immediate purpose, phonograph records—the right kind of records—help children explore the world of sound and action and lead them towards an appreciation of music.

A variety of song, story, and activity records can provide valuable musical experience in a nursery school or home where a piano is not available. Even where “live” music can be offered, such records will be a welcome supplement and variation. Traditional nursery songs and games, songs and stories about familiar activities, short classical selections for listening or dancing, folk tunes, as well as carefully chosen records of popular songs, will provide a basic selection for school or home.

Records that contain lyrics should be selected both for content and for the quality of the music. The subject-matter should be at the children’s level of understanding or easily explained to them. For instance, most children have been for a Sunday walk in the park, or can appreciate the description of a lighthouse and the boats it guards.

Children are most likely to join in the singing when the melody is lilting and easily carried, is enhanced with rich but not confusing harmony, has a strong simple rhythm and a moderate tempo, and is pitched in a comfortable key. Young children tend to be confused by single records containing many short disconnected songs, but they enjoy one or two songs presented in leisurely manner with variations, sound effects, or refrains. Songs with repetitive parts encourage children to participate. However, a child will soon understand and appreciate more advanced lyrics and music; indeed, there is a tendency to provide children with

\*This article discusses music recorded especially for children. Some musicians are opposed to children’s records; however, we have found them of great use and enjoyment in our own school. That we have not included a discussion of adult records which children also enjoy does not imply that we would exclude them.

†With the help of Margaret Fletcher and the Nursery School staff.



records that are too simple. For singer and storyteller, a pleasant natural voice is always preferable to an affected manner or forced jollity.

Children usually enjoy hearing favourite records over and over again, but there are many ways of varying the songs, rhythms, and stories. One can use the suggestions printed on record covers and in albums or brochures as a source for further ideas. For instance, some records will be intended primarily to stimulate activity, others for quiet listening, some to encourage the children to sing, and some to tell a story.

Perhaps children will join in with the words or actions by skipping, marching, walking, swaying, dancing, or taking little running steps in time to the music. Other records will be enhanced by illustrations. For example, a story describing just how milk arrives on the breakfast table can be given more meaning by showing pictures of cows, a farm, dairy, truck, train, milkman, and horses. Some records are companions to well-known storybooks and thus have their own illustrations.

It can be fun to make a game of the records. With hands over eyes, or with one child loosely blindfolded, the children might try identifying sounds like the ones heard on the record—hearing a door close, a tap run, or an egg-beater whirr. Or the children can try to suit their actions to slow or fast tempi or different rhythms—perhaps they could try different actions when the record is repeated. Four- and five-year-olds will enjoy acting out the parts in such stories as “Goldilocks and the Three Bears,” using props from doll centre and playroom to give impetus to the dramatizing. The definite rhythm of a rousing march can be used not only for marching, but for clapping, tapping fingers or toes, beating time on a drum, or jumping in rhythm. There are also records for a variety of imaginative activities—rowing boats, swinging, see-sawing, walking in the park, skating, or imitating animals at the zoo, circus, or farm.

Of course, an adult's first aim is to help the children get the most out of the records, and it is her own enjoyment and enthusiasm that will be transferred to them. She will work out her own techniques for presenting the records if she *knows the records and knows the children*. No two groups of children will be alike, no two record times will be quite the same, and a teacher will have to stand ready to vary the programme to suit the particular age, enthusiasms, interests, and skills of the children.

Each child approaches music in a different way. Most new children in nursery school do not participate at first; but the very watching and listening stirs their interest and sooner or later encourages them to respond either with actions or by singing a few scattered words. Soon they start to experiment with their new-found skills and are eager to take part in dramatizing songs and games with the other children. They now feel free

to express themselves with spontaneous action accompanying the music. Later they will begin to adapt familiar words and melodies to their own ideas.

The ability to interpret comes only after a child has developed some skill and knowledge, for only then is he able to apply these and use his own free and spontaneous ideas for action and song. It is usually his teacher or mother who is in large part responsible for this development. She gives the child the feeling that the two together are participating in a shared interest; all along the way she assists him in becoming aware of the music, and fosters his unfolding skills.

It helps to have an approximate, though not inflexible, plan in mind in preparing for a "record group." As well as knowing her children, a teacher should be absolutely familiar with the record, aware of its possibilities, know whether one side of it is better than the other, and what can be done to vary any part of it.

In general, interest is easier to catch and hold if the children are grouped fairly close to the phonograph, rather than sitting in a wide circle. When children are close they can watch the procedure and also hear better. This plan also allows plenty of room for musical activities.

Usually a record time will be more successful if it starts with slow and fairly quiet music, proceeds to those records with speedier tempi, and then slows the children down with quiet music until they are rested and relaxed. Perhaps the group might start with a story or activity record with everyone listening. The teacher will explain the content of the record where necessary, and then suggest an activity for the group to carry out. Further suggestions may come from the children themselves. Before the teacher turns on the activity record, though, she would do well to gather any necessary props and let the children know whether they will need to be sitting, standing, or lying on the floor for the actions. After the action ceases, she may call the children back to the record player for a song record or a quieter activity such as clapping or beating time to the music. Towards the end of the music group, the children might stretch out comfortably for a few minutes of resting and quiet listening. Here is an opportunity to introduce carefully chosen classical records.

If teachers (and parents too) have focused their attention on helping children listen carefully, respond with pleasure, and explore a few of the infinite possibilities of the music, then everyone, adults and children alike, will have enjoyed the record time.

The following are groups of records that we have found work well together for a 20-minute period. We describe some of the ways in which



we use them. There are of course many other ways, depending on the age of the children.

#### FOR SENIOR NURSERY SCHOOL CHILDREN

*The Little Engine That Could.* Show pictures from storybook of same name to children. Listen to one record of the album. Discuss what has happened and what is to happen. Continue records and story in this way. Play parts of some of the records, letting children be clowns, toys, etc.

*Choo-Choo.* Listen first, then have children take part in familiar parts of the record.

*Puff'n Toot.* Listen while children rest.

*Billy Goats Gruff.* Have book of same name and read or show pictures. Play part of record, then stop and go over story. Continue record.

*Childhood Rhythms.* Tell children what record is going to do—walking or running, etc. Have a few children do actions at first, then a small group, then perhaps whole group.

*When the Sun Shines.* Listen, then have children take part in Side 1 only. Rest to the other side.

#### FOR SENIOR OR JUNIOR CHILDREN

*Fun on a Rainy Day.* Talk about the weather—children stay inside, etc. Then suggest that they see what one little boy did on a rainy day. Play record for listening.

*Rainy Day.* Tell children what may happen on record. For one side they stand and do as record tells; for the other side, they sit. Perhaps the group of children might be divided to take turns, each participating in the acting out of one side of the record.

*Songs of Mother Goose.* Children, gathered around record player, listen and join in familiar songs.

*Lollipop Tree.* Listen while children rest.

*Nothing to Do.* Tell story of record—about a little boy who couldn't find anything to do. Listen to record. Then let one or more children act out record.

*The Milk's Journey.* Listen—stopping record to talk about how each child in circle gets his milk—from milkman? grocery store? etc. Continue record.

*Teddy Bear, Raindrops, Tea Kettle.* Listen while resting.

#### FOR JUNIOR CHILDREN

*Muffin in the City.* Use storybook about Muffin, showing things he sees and hears. Then suggest that they listen to the record tell the same story.

*What Does Baby See? What Does Baby Hear?* Listen to record and let children join in activities such as "Here are your ears. Where are your ears?" Children point to ears.

*The Men Who Come to Our House.* Listen and rest.

*Train to the Farm.* Listen. Children join in animal noises, etc.

*Grandfather's Farm.* Have a book of farm animals. Suggest, "Let's listen to all the animals we know." Play record again, letting children take part of animals.

*Animal Songs.* Listen while resting.

Today's microgroove records are easily scratched and marred through careless use. It takes a fair amount of adult dexterity to handle these records properly. Since such skill is beyond the reach of most pre-school

children we suggest that adults take responsibility for handling records and player. Just as children know that adults look after cars and furnaces, so they can learn that the record player is not a toy. They may gather around to watch carefully as an adult manipulates it, because the turntable whirling is a fascinating sight even without being adorned by the newest gadget—a tent with moving pictures! When children are older they will be ready to learn how to use records properly themselves. We have discovered that care and use of records can be made into a real learning experience for children of about five years of age; at this age they become able to play the records of their choice with no more than the ordinary wear and tear occurring.\* Some people think that children should have unbreakable records and a cheap record player which they can operate themselves. This means, however, that a fine quality of tone will be lost.

Of course, after use each record should be put away in its own cover or album and stored carefully until it is next played. In a school it is useful to store records in albums with the binding of each labelled clearly as to whether the album contains records of songs, stories, music for rest, or music for rhythmic activities. To maintain records in good condition storage should be considered. Records do not thrive in a jumbled heap, or stacked one on top of the other, no matter how neatly. Instead, they should be stored on end with ample room between them. Special record files can be bought for this purpose; a carpenter might make a record cabinet; or an upright metal file divider can house the collection.

We now list some of the records that nursery children and teachers at the Institute of Child Study particularly like. We have probably not discovered many fine records, and, as it is a current list we give here, some will soon probably disappear from the market while others will take their place. We recommend that record buyers make good contact with the proprietors of their record shop, for this is a fine way to keep in touch with trends in current children's records.†

#### MUSIC FOR REST

Clair de Lune; Nutcracker Suite; Grieg, Concerto in A Minor;	R.C.A. Victor
After Dark; Peter and the Wolf;	Columbia
Songs for Sleepy Heads; Music for Little Folks (Mercury)	Childcraft
Brute Force Steel Bands;	Cook

(continued on page 23)

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\*See Flora Morrison, "Why not Bach?" *Bulletin of the Institute of Child Study*, vol. XVIII, no. 1 (March 1956), special "Music" number.

†We acknowledge the help of Mr. Tuzo of the Promenade Music Centre, 1435 Yonge Street, Toronto.



### A FURTHER STEP IN THE MEASUREMENT OF SECURITY

William Line, Professor of Psychology, University of Toronto

Measuring Security in Personal Adjustment\* by Mary D. and Leonard H. Ainsworth, is an important contribution to the well-known and well-established programme of the Institute of Child Study at the University of Toronto. As with its major companions in the extensive research series of the Institute, to which it properly belongs, it draws heavily (to all intents and purposes, exclusively) on the theory of personality development that has been evolving over the last quarter-century in the persistently insightful work of Dr. W. E. Blatz. Accordingly, it is in this context that the concept "security" in the title must be understood.

The authors quite appropriately preface their report with a brief outline of Dr. Blatz' security theory. Well known as that theory is, the researches being reported draw so heavily upon it that a concise synopsis at the outset is both warranted and necessary. However, the reader who encounters this theoretical framework for the first time should not be misled by its apparent simplicity, lest he fail to appreciate its uniqueness. The authors were far too well versed in the theory to fall into this error, as their methodological story indicates. Nonetheless, one cannot refrain from questioning the use of the term "personal adjustment" in the title, since the very essence of the theory is that it addresses itself to personal development, conceived in depth and with catholicity.

The central core of the book describes a process of test construction in which theory, rationale, and scaling are intimately intertwined. On the general background of independence-dependence, five important areas of living are identified by Dr. Blatz: (a) familial intimacies; (b) extra-familial intimacies; (c) vocations; (d) avocations; (e) philosophy of life. The present set of tests deals with four of these five major areas but, naturally, not with the entire scope of each area. The four areas of address are: (a) security in familial intimacies; (b) security in extra-familial intimacies; (c) security in avocations; (d) security in philosophy of life.

The method of test construction is extremely well portrayed and is stimulating in its conception. The researches extend back to the late thirties and, apart from interruption by World War II, have been continuous up to the present time. This in itself indicates the type of care and thoughtful precision reflected in the enterprise. The theory relates itself to an intermediary and practical rationale which, in turn, emerges in item formulation. The final population was 175 first and second year students at the University of London, where the authors were working in the early 1950's: 95 men, 80 women students in medicine, sociology, social science, economics and psychology. It is difficult to assess the total number of test subjects used in the development of the final outcome; their

\* University of Toronto Press, 1958. xiz, 98 pp., \$2.95.

ages ranged well back through adolescence and forward to university post-graduates and adult members of the wider community.

Item analysis and internal consistency, on which the construction is heavily based, adopted very rigidly exacting criteria. The overall result is the completion of a well-executed operation which produces four scales giving evidence of a theory-directed, concrete outcome of remarkably good fit.

The authors recognize and face the difficulty of encompassing the concept of validity in such a field of inquiry, under the obvious methodological restrictions of the operation. They quite wisely base their treatment of validity statistically on internal consistency and, both quantitatively and qualitatively, on the inter-relationships of theory and test outcome. They have no reason to be apologetic for this. They nonetheless speculate as to how one might arrive at validation in the wider sense of living personalities.

The reviewer regards this latter speculation as understandable, yet perhaps a weak spot in the argument. Further theoretical refinement will undoubtedly lead to increasing refinement of the method of scaling, but if, as appears quite likely, the outcomes may prove to relate themselves more closely to the degrees to which different individuals or groups have developed more or less intimately with the cultural values in which they have been nurtured, there would seem to be an immediately fruitful area of inquiry in cross-disciplinary and cross-cultural comparisons, rather than in the very complex realm of individual personality structure. At least, the application of these tests in cross-cultural research would seem to be a promising and challenging possibility.

It is a well-written report, and very exciting.

#### FORMAL OCCASIONS FOR SMALL FRY

Elsie Stapleford, Director, Day Nurseries Branch, Ontario Department of Welfare

Parties for Pre-schoolers\* by Dorothy McKenzie and Jocelyn Raymond, with illustrations by Marjorie Wilson, is a charming book fulfilling a much broader function than the title would indicate. It is, in fact, a guide to all the more formal aspects of the social life of young children. It starts with the premise that parties, visits to other homes, learning the roles of host or guest, are all important experiences for a young child. In the pre-school years, a foundation can be laid which will help the child to meet such occasions with true enjoyment throughout the school years and later life.

The book starts from the intensely practical (such as

\* University of Toronto Press, 1958. 54 pp., \$3.95.



covering the diningroom rug with a sheet instead of worrying about crumbs), but goes on to give the adult a feeling of what social experiences mean to the child, and an understanding of the importance of making him comfortable in the presence of adult and child visitors.

A valuable feature is the discussion of picnics and special excursions, as these may happen many more times than actual parties.

The section on records is useful almost any day in the year. It is especially good for relatives or those adults in childless homes who entertain child visitors from time to time and would like to keep some special treat for them.

The suggestion of using movies for children's parties is, of course, a good one. The reviewer would like to add the point that each film should be short and repeated three or four times. The children's enjoyment seems to increase as they are able to anticipate what is to come.

Every home in which there are pre-schoolers, or in which they are made welcome from time to time, will want to own this book. Needless to say, nursery teachers will hasten to add it to their collections.

We can be proud of the fact that this is a Canadian publication, even though we are disappointed that the limited market necessitates the seemingly high price for a small book. The gay illustrations by Marjorie Wilson and the beautiful format will reconcile us to paying this price, as they will greatly enhance anyone's pride in owning the book.

REVIEWS: PACKED POCKETS FOR PARENTS ET AL

Pregnancy and Birth, A Book for Expectant Parents, by ALAN F. GUTTMACHER, M. D., illustrated by ANTHONY RAVIELLI. The New American Library of World Literature, Inc., N. Y. Signet Key Book. 1958. Pp. 245 plus index. 50¢.



THIS book, a revision and rewrite of HAVING A BABY, is written by a man who knows what he is talking about. Dr. Guttmacher is Director of Gynecology and Obstetrics at Mt. Sinai Hospital, New York, and Clinical Professor of Obstetrics and Gynecology at the Columbia Medical School. Starting with a biological discussion of fertilization and implantation, PREGNANCY AND BIRTH takes the reader through all the various stages of pregnancy, and concludes with an informative chapter on the new-born child. In dealing with such subjects as prenatal care, complaints and complications of pregnancy, labour, multiple births, convalescence from childbirth, Dr. Guttmacher does much

to allay the fears connected with pregnancy and to indicate the folly of many Old Wives' Tales. Adequately illustrated, written with understanding, but in a straightforward manner, PREGNANCY AND BIRTH is highly recommended for couples expecting a child, particularly if it is their first one.

A Baby's First Year, by BENJAMIN SPOCK, M. D., and JOHN REINHART, M. D.; photographs by WAYNE MILLER. Pocket Books, Inc., N. Y., Cardinal Giant edition. 1956. 50¢.

THIS book, with a photograph on every page, will be a delight to anyone who knows and loves babies. Wayne Miller's pictures, some of which have appeared in the FAMILY OF MAN collection, are among the most beautiful baby pictures we have seen; candid and typical, they follow Mr. Miller's daughter from earliest infancy to her reaction to her first birthday cake. The comments by Doctors Spock and Reinhart are apt, concise and informative. There is much to enjoy in this book; there is also much to learn.

Marjorie Wilson  
Publications Division

The United States Book of Baby and Child Care  
Eton Books, Inc., N. Y. 1951. Pp. 219.

THIS is an excellent little book designed to answer the hundreds of questions likely to be asked by a young mother regarding her pregnancy and the care of her expected baby. With most of the emphasis on the practical aspect of "what to do" about physical problems, and little on the psychological aspect, it should serve as a clear-cut guide, particularly to a new parent caught up in the details of care of herself and her child.



\*Baby and Child Care, by BENJAMIN SPOCK, M. D.; illustrated by DOROTHEA FOX.  
Pocket Books, Inc., N. Y. Cardinal Giant edition. 1957. Pp. 597. 50¢.



WRITTEN in the chatty style of a comfortable country doctor who swaps information over a cup of tea, Dr. Spock's new edition of BABY AND CHILD CARE is a reassuring fact-packed handbook for parents. The physical and psychological care of children from infancy through puberty is discussed. The largest and best section deals with the period of infancy.

A delightful chapter, "The Parents' Part", offers support to shaky parents that they can safely trust their own loving instincts and need not be frightened by books or experts, nor needlessly self-sacrificing. By discussing the controversial issue of permissiveness versus strictness in its historical perspective, Dr. Spock is able to reduce to sound proportions the bitterness of the question. His recognition that child-rearing attitudes of parents have been mainly derived from their own childhood experiences and are, therefore, pretty firmly entrenched, permits him to say with assurance that the best method is the one a parent can most comfortably use.

Betty Flint  
Research Division

\*Child Behaviour, by FRANCES L. ILG and LOUISE BATES AMES. Dell Publishing Co. Inc., N. Y. 1955. Pp. 384. 35¢.

A warm feeling for parents pervades this compact little book about the development of children from birth to ten years. The many differences to be found (expected!) in any group of children - in any family, for that matter - are presented, and an interpretation of development and of differences is skillfully, unobtrusively woven into the chapters. The implication throughout CHILD BEHAVIOUR is that parents will adapt this knowledge and their understanding of growth and development for the guidance of their individual children. Its scope and usefulness are considerable.

Marguerite Brown  
Parent Education Division

\*How to Play With Your Child, by ARNOLD ARNOLD. Ballantine Books, N. Y., 1955. Pp. 185. 35¢.



HERE is a book written by a parent for all parents who are interested in and concerned about their children's play. It offers many practical suggestions about buying and making toys, using instructions, reading to and with the child, travelling with the child; this handbook also discusses simply and comprehensively what the child can learn when he is playing, and how parent and child may enjoy each other more. An industrial design consultant, as well as a parent, Mr. Arnold has developed many new toys himself. Parents and teachers will find his book useful and interesting.

Dorothy McKenzie  
St. George's Nursery School

\* may be obtained from Parent Education Associates, 983 Bay Street, Toronto 5.

\*How to Help Your Child in School, by MARY FRANK and LAWRENCE K. FRANK.  
The New American Library of World Literature, Inc., N. Y. Signet  
Key Book. 1954. Pp. 288. 50¢.



A mine of information and sound practical advice to parents, mainly about the child from 6 to 12 years, but with an interesting section on the nursery school child. Here is the child at school and at home, at play and at work; his relationships with the adults in his life and his companions in and out of school are aired and reviewed. This little book belongs in every home with children.

\*A Wonderful World for Children, by PETER CARDOZO. Bantam Books, Inc.,  
N. Y. Second edition. 1958. Pp. 246. 35¢.

EXCITEMENT a-plenty for parents as well as children is packed into this little paperback, for it contains literally thousands of items that can be obtained free! Free literature on hobbies, sports, pets, collecting, travelling, safety; free books for children; free posters; free spots of interest in New York; free booklets for teenagers, teachers and parents! Merely reading through this fascinating little book gives one all kinds of ideas of things to do with children, and older children will love to send away for items of their own choice.

Nan Foster  
Parent Education Division

\*Facts of Life and Love for Teen-agers, by EVELYN MILLIS DUVALL. Popular  
Library, N. Y. 1958. Pp. 303. 35¢.



THIS is the new revised edition of the "teen" classic that, when first published, won a grateful response from young people throughout the country. Based on an analysis of thousands of questions posed to Dr. Duvall by the many teen-agers and college students with whom she has worked, the original book was filled with information about social living which youth wants and needs to know. This edition contains new material which reflects its current concerns, problems and dilemmas. The wide range of topics discussed is indicated by the section headings: "Becoming Men and Women", the physiology of sex; "Getting and Keeping Dates", the etiquette and manners of dating, personal appearance, and all the 'know-how' techniques in 'boy meets girl'; "Loving and Being Loved", an understanding of the emotion called 'love' and the true meaning of maturity and personal development; "Heading Towards Marriage", courtship, the engagement and preparation for marriage. Dr. Duvall has a rare ability to talk with teen-age boys and girls. She answers their questions with candor, and speaks with the authority of many years of experience and eminence in the field of family counseling. In addition to young people, parents, teachers and all others who have any contact with teen-agers will profit from a thoughtful reading of this book. It provides a 'bridge' to understanding between the generations.

Marguerite D. Wittick  
Parent Education Associate



## MUSIC FOR REST

Melodie d'Amour; People Will Say We're in Love;	
The Warblers Serenade; Teddy Bear's Picnic	R. C. A.
The Columbian Limited; Whatever Will Be Will Be;	
The Syncopated Clock	Columbia
Orchids in the Moonlight; Where or When; Deep Purple;	
Classics for Children (Volume 2)	Capitol
Songs from the Moulin Rouge; Laura;	
Blue Tail Fly; The Ballad of Davy Crockett	Decca
The Banana Boat Song	Apex
Marianne	Dot
Folk Songs for Orchestra (Children's Record Guild)	C. R. G.
Favourite French Children's Songs; Echoes of Childhood	Vox
Greensleeves	London

## SONG RECORDS

Hillbilly Play Party Songs; Square Dances for Children;	
Music for Little Folks (Mercury)	Childcraft
She'll Be Coming Round the Mountain; Old MacDonald	
Had a Farm; Nursery Rhymes	Peter Pan
Shoo Fly - Paw Paw Patch - Blue Tail Fly; Davy Crockett;	
The Lollipop Tree; Mother Goose Songs;	
Good Night-Good Morning; Peter Cottontail - Flopsy	Decca
Two Little Owls - The Little White Duck; Now We Know -	
Songs to Learn By; A First Easter Record for	
Children; Songs from Walt Disney's Magic Kingdom	Columbia
Giselle McKenzie Sings - Children's Songs from France	Capitol
Grandfather's Farm	C. R. G.
Sing Along; Three Little Trains	Young People's
Bob Hannon Sings for Children	Harmony
Party Time (Musical Activities)	Vintage
Songs about Trains	Cameo
Hi-Fi Music for Children	Liberty
42 Mother Goose Songs	Judson
The Little White Duck; Old MacDonald Had a Farm;	
I'm a Little Teapot; Hey Diddle Diddle;	
Suzy Snow Flake; Santa Claus Is Coming to Town;	
The Merry-Go-Round; Parade of the Wooden Soldiers;	
Frosty the Snow Man; Rudolph the Red-Nosed Reindeer;	
Teddy Bear's Picnic; Me and My Teddy Bear	Red Raven
Chantez - Chantez (Popular)	R. C. A.

### STORY RECORDS

The Little Engine That Could; Getting Up in the Morning; Our Baby	R. C. A.
Muffin in the Country; Muffin in the City; The Chugging Freight Engine; What the Lighthouse Sees; The Men Who Come to Our House	Young People's
The Milk's Journey; Let's Be Firemen; The Carrot Seed; The Merry Toy Shop	C. R. G. Cameo
Down on the Farm - Johnny Goes to the City; Animal Songs	Bluebird
Little Black Sambo - Little Black Sambo and the Monkey People	Childcraft
Billy Goats Gruff; Tunes for Tots; Sidewalk Songs; Choo-Choo to the Farm	Peter Pan Decca
Puff 'n Toot; Cowboy Song Favourites of Children; Baby's First Record; Songs from Mother Goose	
A B C - 1-10; Goldilocks and the Three Bears	

### CHRISTMAS RECORDS

Christmas Chimes	London
Santa Claus is Coming to Town - Jingle Bells; 'Twas the Night Before Christmas	Decca
If it Doesn't Snow on Christmas - Rudolph the Red-Nosed Reindeer; The Night Before Christmas Song - Look Out the Window; Frosty the Snowman - When Santa Claus Gets Your Letter	Columbia
Christmas in Killarney - I'm Praying to St. Christopher	R. C. A.
The Twelve Days of Christmas - Little Bitty Baby	C. R. G.

### ACTIVITY RECORDS

Where Are Your Eyes? - Big and Little; Sleepy Time - Toys; Up! Up! Up! - Clap Hands; What Does Baby Hear? - What Does Baby See?; Baby's Bath - Peek-a-Boo; Nice - Bye-Bye	Fram
Let's Help Mommy; Train to the Zoo; Sunday in the Park; Train to the Farm; Nothing to Do; Train to the Ranch	C. R. G.
Party Time	Vintage
Peek-a-Boo	Peter Pan
Fun on a Rainy Day	R. C. A.
Tunes for Wee Folks	Mercury
Rainy Day; When the Sun Shines	Young
Childhood Rhythms (3 records)	People's Ruth Evans



# John Dewey



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## IN PERSPECTIVE

*George R. Geiger*, Professor of Philosophy at Antioch College, and a former pupil of John Dewey, has attempted to clear away the jumble of inconsistent criticisms and meaningless popular phrases which have obscured the real meaning of the celebrated educator's ideas. Education to Dewey meant growth and enrichment of experience; to him it was inseparable from philosophy, which he said might even be defined as the general theory of education. By demolishing the fashionable remarks levelled against him, Dr. Geiger has restored Dewey's actual stand on such crucial matters as liberalism, progressive education, and scientific humanism. \$6.00

OXFORD UNIVERSITY PRESS

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## PARTIES FOR PRE-SCHOOLERS

By *DOROTHY McKENZIE and JOCELYN MOTYER RAYMOND*

Teachers, parents, grandparents, aunts, uncles—all who live or work with young children—will enjoy this book about what makes children's parties enjoyable. It is entertaining to read and packed with useful ideas for planning the kind of party that is fun but not frazzling. Pre-school parties are important both for the children's present delight and for their future social skills; that is why youthful festivities do not require fancy food or intricate decorations, but must be carefully planned. The ideas in this book have been thoroughly tried out in the St. George's Nursery School at the Institute of Child Study. Gay line drawings illustrate the text. \$3.95

u n i v e r s i t y   o f   t o r o n t o   p r e s s



**EIGHT  
FRENCH-  
CANADIAN  
FAIRY  
TALES**

*Oxford*



**THE  
GOLDEN  
PHOENIX**

**\$3.00**

*Marius Barbeau / Michael Hornyansky*

**MEASURING SECURITY IN PERSONAL  
ADJUSTMENT**

*By MARY D. AINSWORTH and LEONARD H. AINSWORTH*

This study is part of an extended research project carried on at the Institute of Child Study, University of Toronto, under the direction of Dr. W. E. Blatz, and guided by his theory of personality development, in which the concept of security has a focal position. A brief account of the theory upon which the rationale of the tests was based is first given; then follows an account of the methods used in constructing the revised tests, describing their basic structure, the formulation of items, the instructions, and the methods used to check the validity of the items in terms of internal consistency. This book will be of importance to psychologists, since measurements in these areas are most difficult to obtain. Teachers, parents, and others concerned with the understanding and assessment of human behaviour will also find it of interest.

**\$2.95**

**u n i v e r s i t y   o f   t o r o n t o   p r e s s**